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ILLINOIS UNIVERSITY--
COLLEGE OF COMMERCE
AND BUSINESS ADMINIS-
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50 YEARS OF EDUCATION
FOR BUSINESS

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50 Years

OF EDUCATION

for business at

THE UNIVERSITY OF ILLINOIS





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P. D. CONVERSE, General Chairman

- 1902** Courses in Commerce Started
- 1915** College of Commerce and Business Administration established
- 1903** Master of Science
- 1904** Ph.D. in Economics
- 1913** First Commerce Building
- 1921** Bureau of Business Research
- 1925** New Commerce Building
(Renamed David Kinley Hall, 1946)
- 1936** Ph.D. in Accountancy
- 1937** Master of Science in Business Administration
- 1948** Business Management Service
- 1949** Illinois Marketing Symposium
(Paul D. Converse Award Program)
- 1950** Ph.D. in Business
- 1952** Graduate School of Business Administration

50 YEARS OF EDUCATION
for business at
THE UNIVERSITY OF ILLINOIS

DEANS

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION

DAVID KINLEY, Director, Courses in Commerce 1902-1915

N. A. WESTON, Acting Dean 1915-1919

C. M. THOMPSON, Dean 1919-1942

H. T. SCOVILL, Acting Dean 1942-1947

HOWARD R. BOWEN, Dean 1947-1950

ROBERT R. HUDELSON, Acting Dean 1951-1952

PAUL M. GREEN, Dean 1952-

50

YEARS OF PROGRESS IN
COMMERCE COURSES AT THE
UNIVERSITY OF ILLINOIS

By H. T. SCOVILL Professor of Accountancy and Head
of Department of Business Organization & Operation

The "Courses of Training for Business" substantially as now offered in the College of Commerce and Business Administration were first available for registrants in September 1902, at which time 309 students were enrolled in the several courses in economics and business fields. This represented presumably about 100 different individuals. There were only 68 of them, however, who were classed as majors in the new area of Business.

Although steady progress has been made in instruction and research throughout the span of 50 years, six significant events have occurred in the physical and organizational aspects. In 1913 the "Courses of Training for Business" moved into the then new Commerce Building, now known as Administration East. In 1915 a reorganization was effected by which the College of Commerce and Business Administration was created. In 1921 the



First Commerce Building

Bureau of Business Research was established (name changed in 1941 to the Bureau of Economic and Business Research). In September, 1925 all activities of the College and Bureau were transferred to the present Commerce Building, which was dedicated in 1926. On January 1, 1948 a new type of service unit was formally begun under the title Business Management Service.

As the sixth event, authority was granted by the Board of Trustees on July 16, 1952 to award the M.B.A. degree through a separate School organized within the College of Commerce and Business Administration. Awarding of the M.B.A. degree had been sanctioned previously in 1938. Its administration, however, was placed in the Graduate School (now College). The requirements established by the Commerce Faculty were so restrictive that very few students enrolled in the 14-year period of its existence. Granting of other advanced degrees had been previously authorized as follows: in Economics M.S. 1903, Ph.D. 1904; in Accountancy M.S. 1921, Ph.D. 1936; in Business Organization and Operation M.S. 1921; in Business Ph.D. 1950. In 1947-48 the M.S. degree in Management and in Marketing respectively were substituted for M.S. in Business Organization and Operation.

Growth of "Courses of Training for Business" was gradual but substantial in the early years, not only from the point of view



David Kinley Hall

of enrollment and content of courses, but also teaching staff. If we were merely trying to claim an ancient and honorable heritage, we would refer seriously to the temporary existence of commercial education 84 years ago. Such a foundling was described in the Introduction to the monograph "Conference on Commercial Education and Business Progress" reflecting the ideas expressed when the Commerce Building was dedicated in 1913. The earliest venture in business education at the University of Illinois is described in these terms: "The University of Illinois showed an early interest in the training of business men. The first circular of information published in 1868 declared it to be one of the aims of the institution to prepare men 'for the arduous and riskful responsibilities of the merchant and business man.' The original nine departments of the University included one of 'Commercial Science and Art,' in charge of which was placed Captain Edward Snyder,¹ subsequently Professor of German and Dean of the College of Literature and Science. In 1870, the University rearranged its whole curriculum, and the commercial department was thereafter called the 'School of Commerce.' Book-

¹ In the Board Minutes he was described as "Accountant and teacher of bookkeeping and German."

keeping, commercial calculation, and commercial correspondence were the principal subjects of the course.

"In 1878, an attempt was made to raise the standards of the School of Commerce by adding a second year's course, but there was little call for such a development, and on September 10, 1879, the Board of Trustees passed a resolution to the effect that 'the course of studies in the "School of Commerce" is more extensive than is practicable to teach at the present time.' On June 10, 1880, the Board voted to discontinue the school."

So much for the earliest venture. The same introductory article, however, continues with this additional comment:

"About 1899-1900, several of the leading universities of the country had become convinced of the desirability of a more systematic organization of courses that should prepare students for careers in commerce. To place the University of Illinois in line with this movement, an appropriation was asked for. It was obvious to the Board of Trustees that an excellent foundation for such expansion had already been laid by the Department of Economics, and, accordingly, an appeal for funds was made to the Legislature. An appropriation was made and in 1902¹ the School of Commerce was re-established under the title of 'The Courses of Training for Business,' Professor Kinley being appointed Director.

"The business interests of the State soon saw that, to secure full service from the courses, a special building was required. With their help, the Legislature was convinced of the necessity, and, though the amount requested by the Board of Trustees was not granted, an appropriation of \$125,000 was made in 1911 'for the erection of what will be known in the future as the Commerce Building.' The building was sufficiently completed by February 1913, to be ready for occupancy, and most of the work of the business courses was transferred to it."

During the period of 50 years 11,088 bachelor's degrees, 932 master's degrees, and 232 Ph.D. degrees have been awarded in the several fields in economics and business. The influence on other institutions of learning might be judged partly from the fact that about 750 different staff members (including many assistants) have taught or participated in research activities

¹ March 8.

within the College, the Bureau of Economic and Business Research, and Business Management Service, and that nearly all who have left Illinois have accepted positions at other educational institutions. Many of them hold major educational positions.

The growth of the undergraduate work in Commerce is revealed by a few figures representing the number in the student body and faculty and in the amount of the annual budget. The latter, of course, is subject to various interpretations depending on changes in the value of the dollar from time to time.

The tabulation below shows the enrollment, number of faculty members and the annual budget for only one year out of every five. These reflect the steady growth up to 1930 and the decrease during the depression of the early thirties, and again during the period of World War II.

	ENROLLMENT (number of different students in Fall Semester ¹) (not class cards)	MEMBERS OF THE FACULTY	TOTAL COLLEGE BUDGET
1904-05	85	5	
1909-10	195	12	
1914-15	420	16	\$ 36,033
1919-20	1,588	32	65,000
1924-25	2,117	74	194,280
1929-30	2,133	66	222,765
1934-35	1,582	66	172,420
1939-40	1,744	88	252,113
1944-45	495	59	175,885
1949-50 ²	2,400	173	854,793

When the "Courses of Training for Business" were instituted in 1902, students were guided in preparing study lists by programs of study similar to the formal curricula that have existed so generally in the College in recent years. For example, when the writer registered as a major in transportation in 1904, he was very courteously waited upon by Professors Kinley, Weston, and Robinson and advised to abide by the stipulated program. In the second year the same advice was given and

¹ Exclusive of Summer Session.

² Exclusive of Galesburg and Navy Pier branches.

heeded, even though it involved taking courses in Differential Calculus, Integral Calculus, General Engineering Drawing, and R. R. Shop Systems during the year, in addition to the regular Principles of Economics, and Money and Banking. In the junior year, among other subjects, were Accountancy, Statistics (which required Calculus as a prerequisite), Political Science, Philosophy, and more Economics.

Only five curricula were established in 1902, namely: (1) Trade (probably the forerunner of General Business), (2) Banking, (3) Transportation, (4) Journalism, and (5) Insurance. Two more were added prior to 1915: Commerce and Consular Service in 1904-05, and Municipal Administration in 1906-07.

The 34-page pamphlet bearing the title "Courses of Training for Business in the University of Illinois 1903-1904" lists the following courses as offered in that area, in addition to those in allied fields such as Foreign Language, Mathematics, History, and others:

Principles of Economics, Money and Banking, The Labor Problem, Economic Problems, Economic Seminary, History of Economic Thought, Socialism and Social Reform, Financial History of the United States, Public Finance, Taxation, The Money Market, Banking, Corporation Management and Finance, Industrial Consolidations, Public Control of Trade and Industry, Railway Management, Railway Systems, Seminary in Railway Administration, Statistics, Economics of Insurance, Corporation Accounting, English Economic History, The Economic History of the United States, Charities and Corrections, Sociology, Economic and Commercial Geography, History of Commerce, Domestic Commerce and Commercial Politics, Foreign Commerce and Commercial Politics, History of the Commercial Policy of the United States, History of the Commercial Relations between the United States and Germany, Domestic and Foreign Markets of the United States, Consular and Diplomatic Service, Biography of Commerce and Industry. In addition to these 34 undergraduate courses there were listed also four graduate courses.

About the time one becomes entranced at the number of courses offered in such a young organization, one is confronted with this bit of public relations material. "The staff of instruc-

tors is five in number." This is in line with the number of different names appearing as teachers after the courses just enumerated. The five men who must have had full time jobs, as viewed by work standards of today were David Kinley, Head, George M. Fisk, Matthew B. Hammond, Maurice H. Robinson, and Nathan A. Weston. Edward L. Milne was listed as a co-operating instructor with Hammond in one of the courses in statistics.

By 1913-14 the students in General Business were introduced to this list of requirements:

	SEMESTER HOURS
University requirements	13
English in addition to freshman Rhetoric	6
Modern Language and Classics	8
Social Science	8
Math, Education, Philosophy and Psychology	8
Other Science	8
Economics	24
Accountancy	6
Business Law	6
Free Electives	43
Total	130

It was only natural that the courses in Commerce at the University of Illinois should be expanded into a College of Commerce and Business Administration in 1915 because that year was in the era when many universities were feeling the pressure for such realignment of courses. Several new Colleges of Commerce were formed between 1910 and 1920, and many independent departments or schools of business were created within the framework of the Colleges of Liberal Arts and Sciences.

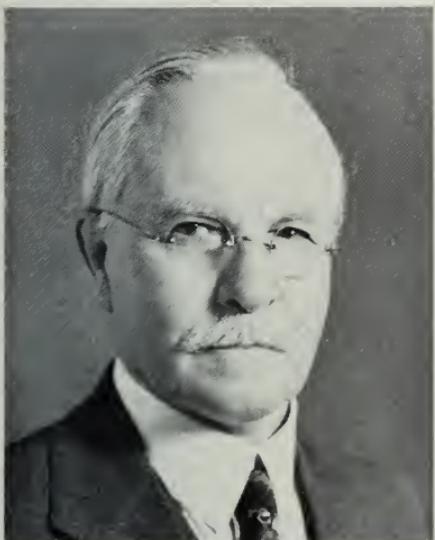
The change from one type of organization to another did not necessarily cause revolutionary changes in the basic principles of the courses, or teaching standards in training students for business careers. The opportunity was presented, however, for including a few courses from the applied economics area in the list of offerings and also in the requirements for graduation. The requirements of the new College in the General Business curricu-

lum are reflected in this summary: (For comparison, corresponding figures are shown which reflect the requirements after the revisions of 1933 and 1937.)

	SEMESTER HOURS		
	1915	1933	1937
University requirements, including			
freshman Rhetoric	13	14	14
Literature or language	8	8	8
Social Science	12	15	15
Speech			3
Science	10	13	10
Rhetoric for Commerce Students	4	2	2
Economics	26	26	20
Accountancy	12	12	12
Marketing	9	6	3
Transportation	5		
Business Law	6	6	6
Management	3	3	3
Additional Commerce Subjects to bring total to 60		7	14
Free Electives	22	18	20
Total	130	130	130

By way of comparison, this point is significant. When the courses in Commerce were part of the College of Liberal Arts and Sciences, 51 hours were required outside of those subjects taught by the division of Courses in Business. After the separate College was organized 49 outside hours were required. Both modifications in 1933 and 1937 respectively provided for 52 outside hours.

Since the founding of the College in 1915 and the adoption of ten curricula, changes in the general educational program have been only of a minor character. The ten curricula established concurrently with the College were: (1) General Business, (2) Commercial and Civil Secretaries, (3) Banking, (4) Insurance, (5) Accountancy, (6) Railway Administration, (7) Railway Transportation, (8) Commercial Teachers, (9) Foreign Commerce, (10) Industrial Administration.



DAVID KINLEY, Professor of Economics (1893-1930); Director of Courses of Training for Business, 1902-15; President, 1919-1930



C. M. THOMPSON, Professor of Economics (1911-1942); Dean of the College, 1919-1942

A new curriculum in Commerce and Law was added in 1917-18 and one in Public Utilities in 1924. Thus the same eleven or twelve curricula were available most of the time between 1915 and 1937 when the first major change was effected. A slight revision in 1933 caused the curriculum in Railway Administration to be dropped, and a slight change in graduating requirements to be adopted. The remodeling in 1937 changed the title of the main curriculum from General Business to Management, added three new curricula (Economics, Marketing and Public Affairs) and dropped five (Insurance, Trade and Civic Secretaries, Railway Transportation, Foreign Commerce, and Public Utilities.) Four of the five curricula dropped, however, were merely re-established as subdivisions of the curriculum in Economics.

In 1942, the then Acting Dean appointed a committee to make a study of the curricula from a post-war point of view,



H. T. SCOVILL, Professor of Accountancy
(1913-); Head, B. O. & O. Department;
Acting Dean, 1942-1947



PAUL M. GREEN, Dean (1952-)

as far as possible. As a result of this the faculty adopted several changes in the spring of 1947 making the curricula less rigid in specific requirements but maintaining the same broad type of training as previously. With the arrival of a new dean in the fall of 1947 a re-study of the curricula was undertaken before presentation for approval by the Board of Trustees but the final adoption in 1950 revealed few marked modifications in principle.

The names of curricula were about the same as in 1937, but instead of a single curriculum in Economics, six independent ones were created under the following titles: General Economics; Economic Theory; Finance; Insurance; Labor Economics and Economics of Government; and Business, Public Utilities and Transportation. Secretarial Training was a new curriculum created in 1947 as were also Personnel Management and Statistical Economics. The ones which continued without material change in title after the 1950 adoption are Accountancy, Commerce and Law, Commercial Teaching, Industrial Administra-

tion, Management, and Marketing. A total of 15 curricula are, therefore, now in operation.

Using again as a typical example, the curriculum in Management (successor to General Business), the graduating requirements under the 1950 modification differ from those in the 1937 program in these fundamental respects:

1. University requirements, practically the same.
2. Courses in College of Liberal Arts and Sciences (exclusive of freshman Rhetoric and Speech) reduced from 33 to 30.
3. Speech and advanced Rhetoric increased from 5 to 6 hours.
4. Economics increased from 20 to 24 hours.
5. Accountancy reduced from 12 to 9 hours.
6. Business Law reduced from 6 to 3 hours.
7. Marketing and Management courses, unchanged.

The curricula fundamentals of 1937, 1947, and 1950 all included the idea that a common curriculum should serve all students in the Freshman and Sophomore years. So many new courses had been approved over the span of years, bringing the total undergraduate courses to 160 in 1951-52, that it became very difficult to decide which ones of the undergraduate courses in the College should be required and which merely elective in designating the 20 to 25 courses within the College that any given student can offer toward graduation. Because of the diverse interests of the faculty, naturally a final decision on a proposition of that sort must necessarily reflect a compromise. In general, however, the faculty has seemed to be guided by a desire to offer a well-rounded collegiate business education. They seem to have been in agreement with the founders and pioneer professors who expressed themselves in various conferences on Collegiate Business Education in the decade 1910 to 1930. A few ideas thus expressed are here quoted:

DR. DAVID KINLEY, Dean of the Graduate School, Vice President of the University, and Director of Courses in Business (Dedicatory exercises, 1913.)—"To teach how to achieve personal business success through service to the public rather than by exploiting the public is the aim of our university schools of commerce; the studies relating to business are their subject matter; training in the principles which underlie and constitute these studies and in the application of these principles to practice, is



N. A. WESTON, Professor of Economics (1900-1933); Acting Dean of the College, 1915-19



MAURICE H. ROBINSON, Professor of Economics (Corporation Finance) (1902-1933)

their method. Their result, in the measure of their success, will be better business, bigger business, larger-minded business men, and a more prosperous and better-ordered community life. And thus our schools of commerce are related to business expansion."

DR. EDMUND J. JAMES, President of the University of Illinois and First Director of Wharton School of Finance, University of Pennsylvania, the first school of its kind in the U. S. A. at the collegiate level (Dedicatory exercises, 1913.)—"It is perfectly evident that unless we can secure the necessary brains, so to speak, the necessary intellect of the country concentrated upon the solution of the greater problems of business organization and development we shall reach the limit of our advancing civilization at a comparatively early stage of possible human development.

"I defy any man to wrestle with the doctrine of marginal utility, of rent, of wages, of international trade, of the value of money and credit, without feeling that he is up against as serious and difficult intellectual problems as are opened in the whole range of physics or mathematics or chemistry or engineering; and the consideration of these doctrines is fundamental to any intelligent opinion in regard to the desirable development of business in its large scope and outlines.

"No one can study the history of civilization from an economic standpoint without becoming convinced that scant justice has been done in our literature and history to the fundamental importance of trade and industry to the progress of civilization itself.

"The progress of mankind is nowhere more clearly reflected than in the invention and perfection of money; or in the establishment and development of banks; or in the origin and growth of insurance; or the development of clearing houses, and the other thousand and one devices of our credit and monetary system. Let us recognize clearly that an improvement in business — a new device or a new application of an old one — is of as much interest to humanity as a discovery in medicine, or an improvement in law, a new formulation of a theological creed or the invention of a new motive power.

"The aim of commercial education, such as I am pleading for, is to awaken a profound interest in business as such; to train youth to an appreciation of the functions of business and business practice in our modern life; to inform him as to the history of industry and trade; to awaken his interest in its future; to train him to keep his eyes open as to business possibilities; to inspire



E. L. BOGART, Professor of Economics (Economic History) (1909-1938); Head, Department of Economics, 1920-38



M. H. HUNTER, Professor of Economics (Public Finance) (1916-1948); Head, Department of Economics, 1938-48

him with a healthy respect for business in all its various branches; to arouse a determination to become not only a successful business man in the ordinary sense of the term, but a useful one as well; to beget a public spirit; to excite an interest in the higher welfare of society; in a word, to become a public-spirited, intelligent, well-educated, and successful man of affairs."

PROFESSOR SIMON LITMAN (Dedicatory exercises, New Commerce Building, May 7, 1926) — "In this age of commercialization of art, science and literature, of professions and statecraft, the salvation of society seems to lie in the placing of commerce on a higher ethical plane than it has been heretofore. Men going out into the world of business and finance must be imbued with high ideals, must be taught to think in terms of public welfare and insofar as colleges of commerce have been contributing to this end, they deserve well of the country.

"Many able teachers of applied economics have succeeded in proving that it is not the subject, but the way in which the subject is taught, which determines the cultural value of a course, and that the analysis of the complex phenomena of modern industrial life, and the ascertainment of the ways which the world uses in its struggle for necessities and for comforts of life have just as much educational value and can attract and chal-



ALTA GWINN SAUNDERS, Professor of Business Writing (1918-1948)



ESSEL R. DILLAVOU, Professor of Business Law (1921-)



C. F. SCHLATTER, Professor of Accountancy (1920-)



H. M. GRAY, Professor of Economics (1922-)

lence the mind and the heart of the student just as much as the teaching of Greek philosophy or of English literature."

PROFESSOR E. L. BOGART, Head of Department of Economics (Dedictory exercises, New Commerce Building, May 8, 1926).—"I would claim for business as high a rank as the professions of law or medicine or teaching or preaching. For them, the world has long recognized the need of thorough training before permitting their practitioners to place in jeopardy the reputations or lives of the members of society. Time was when the lawyer was a mere scribe and the surgeon a barber, but as science and knowledge grew these callings assumed the dignity of professions. Shall we admit that ordinary business is still in the barber stage and makes no greater demands upon science or knowledge than does this trade?

"The modern business man who today stands in the midst of the most complicated and far-reaching industrial organization which the world has ever seen, has need of the largest knowledge with which modern education can furnish him. The importance of the tasks, the magnitude of the interests involved, and the high intellectual demands made by modern business upon its leaders require that these be equipped with an education no less thorough and scientific than that pursued in law and medicine."



H. H. BAILY, Professor of Accountancy (1918-)



A. G. ANDERSON, Professor of Management (1922-)

DEAN CHARLES M. THOMPSON, College of Commerce and Business Administration (Dedicatories exercises, New Commerce Building, May 6, 1926).—"The College of Commerce at the University of Illinois has from the very beginning stood squarely for an undergraduate program of study based on a comprehensive grasp of fundamental economic laws; a program of study designed to send forth young men and women able and willing to assume their full responsibility as members of an enlightened citizenry. This program of study contemplates a liberal undergraduate education with a bias toward business; it stresses facility in tool making and has little to do with tool sharpening; it is more concerned with long run effects than an immediate accomplishment. Whatever its shortcomings and however far it may have fallen short of reaching its purpose, this program is the impression of a conscious effort on the part of the College and its faculty to place lives above living; and on that principle the College has dared stand or fall.

"The past few years have seen the beginning of a demand on the part of business for a new kind of educational training; and unless all signs fail, this new demand and its consequences are to color and to give tone to the collegiate educational programs of the future. I refer to genuine and bona fide graduate work in business.

"Already something is being done along this line, but the real development is in the future; and from present indications it promises, I predict, to thrive best when organized and conducted in connection with well rounded programs of undergraduate work in commerce. Business men the country over are seeking young men and women who have pursued their academic work beyond the bachelor's degree, but as yet they have, generally speaking, sought in vain. Thus, we have a situation about to develop on a large scale in which industry outruns the college and the college men, thereby setting up standards and raising challenges which none of us can afford to overlook or ignore.

"This promised development heartens those of us who have stood from the beginning for a liberal, undergraduate curriculum in commerce in which the stress should be placed on fundamentals and not on manipulations, in which a proper regard should be had for a general, cultural education. Already we have sensed the trend and have done what we could to be a part of it, not in any drifting fashion, but as leaders and directors of it. To that end we have multiplied our graduate courses, strengthened our faculty, and encouraged young men and women from this and other colleges of commerce to push on for advanced degrees and what they represent."

Having observed the assertions of several prominent educators we now quote from a former leader in the field of labor.



EDWARD J. FILBEY, Professor of Accountancy (1919-1947)



ROBERT R. HUDELSOHN, Acting Dean (1951-52)

JOHN H. WALKER, President, Illinois Federation of Labor (Dedictory exercises, New Commerce Building, May 7, 1926). — "We are hopeful that some day this great University may be able to work in cooperation with the machinery of the trade union movement in this project, and give our people at their homes, or home towns, the benefit of its greater facilities and of the tutorship on the part of the men and women representing the University, who perhaps have had wider and more intensive training to fit themselves for doing that work.

"I believe that our educational institutions want to be helpful in these matters — that they want to lend their assistance in solving these questions on the right basis and if they fail, it is because they do not understand. The labor movement wants the help of our educational institutions in the work it is trying to do for human betterment. We know that with enlightened, God-fearing men and women help will come to us. It is for that reason that we have always supported institutions of learning."

A prominent banker appearing on the program for dedication of the New Commerce Building in 1926 expressed, among others, these ideas on business education:

WILLIAM A. HEATH, Chairman, Board of Directors, Federal Reserve Bank, Seventh District. — "The day of luck in business is rapidly passing, and only through acquiring the power of con-



HOWARD R. BOWEN, Dean (1947-1950)



LLOYD MOREY, Professor of Accountancy (1916-); Comptroller of University



A. C. LITTLETON, Professor of Accountancy (1915-1952)

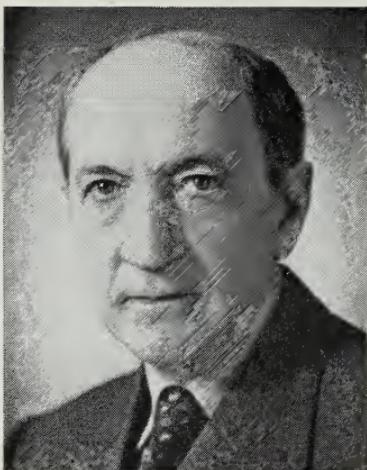


D. P. LOCKLIN, Professor of Economics (Transportation) (1922-)

centration and the faculty of close analysis can the aspirant for executive preferment cope successfully with the problems of real business in the outside world. If anything, these qualifications are even more important to the commerce graduate than to those of the technical and scientific schools, for the latter have many constant factors at command, while the factors of business are practically all of them variables and many of them entirely new. As I conceive it, a major function of the college of business administration is in large measure that of pointing out to its students the infinite ramifications of the field they propose to enter, to assist them in gaining an idea of the magnitude of our economic life, the inter-relationship of its component parts, and the qualifications which they must themselves possess in order to become more fully equipped for leadership in the profession of business."

Dean Paul M. Green in his first formal talk before the faculty of the College of Commerce in December 1951 following his appointment to the position, enunciated these ideas:

"In this atomic age much has been written and said about the significant contribution to the welfare of society that can be brought about through advances in the fields of mathematics, the physical sciences, and engineering. I have great confidence in the ability of experts in these areas to accomplish more than they



SIMON LITMAN, Professor of Economics (Foreign Trade) (1909-1941)



PEMBROKE H. BROWN, Professor of Economics (1919-)

now indicate. I want to call to your attention, however, that these advances come to full fruition through the accomplishments of the American economic and industrial system. I am convinced also that the opportunities for research for advancement and for bettering the welfare of man are just as great in the areas within the framework of Commerce and Business Administration. Opportunities are all around us. We must be ready to accept their challenge. In this, as in other areas our path is clear."

After examining the statements of objectives and ideals of a collegiate business education as presented by these able representatives of education, business, and labor, the author agrees with them in general principles, but feels it is necessary to make an observation relative to the practicality of some of the ideas. Reference is made to a report in circular 333 of the U. S. Department of Education to the effect that the trend is so distinctly upward in number of graduates from universities that we shall approach the 90,000 mark in colleges of Commerce by 1970. We reached 58,000 in 1951.

At this rate of annual production, it seems evident that there will not be a sufficient number of top executives or junior executives moving out of the picture each year to make room for the new graduating group who might have been led to believe that they were to occupy one of the two levels on gradu-

tion. It seems more reasonable to assume that we are now, and will continue, doing a job of laying a foundation for the understanding of fundamentals of economics and business, and the coordination of sound business principles with the welfare of society. We should continue to establish in the minds of students (and other future leaders) that they should expect to work for what they get, that work is a privilege and a pleasure if approached with a proper mental attitude, and that honesty and a wholesome respect for the rights and property of others are prime essentials in any group of people who expect to live together as a society.

We should recognize in our teaching that many of our graduates must of necessity start at the bottom, but we know that most of them ultimately will rise to other positions which on the average will be commensurate with their native and acquired ability and temperament. Results of a questionnaire now being summarized show some very interesting and commendatory trends in that category among the alumni who were graduated from the accountancy curriculum in the last 40 years. Many of you will receive further notice of the replies.

Although it is frequently implied that the effectiveness of the staff is more important than the nature of the courses and curricula, the staff is placed in second position in this brief historical summary. This is largely because in the present case, the general theme is centered around a change in organization and content over a period of 50 years. One could write one or more big volumes on the personalities related to the College of Commerce in its two phases of organization over the years. It is possible here merely to mention a few names.

The reputation of the College over the 50 year period has been made in the last analysis by its faculty. It is true, however, that a satisfied alumni group who silently show the results of their college training while pursuing their daily tasks have been the best promoters of good will for the College.

Without discounting in any sense the effectiveness of the scores of able assistants, instructors and assistant professors who have served on the teaching and research staffs over the years, space is available here only for a recital of the names of those who have served at one time or another as Professors or Associate Professors since the courses were established in 1902, and who

are either now on the staff or have been identified with it for a period of at least five years. The first list is that of professors shown in the order in which they attained that rank, as far as could be ascertained.

PROFESSORS

Kinley, David	Baily, H. H.
Robinson, M. H.	Hackett, R. P.
Fisk, G. M.	Bryan, L. A.
Dewsnup, E. R.	Borth, Daniel
Bogart, E. L.	Huegy, H. W.
Weston, N. A.	Beach, F. H.
Frazer, G. E.	Green, P. M.
Litman, Simon	Newcomer, H. L.
Thompson, C. M.	Moyer, C. A.
Scovill, H. T.	Bassie, V L.
Morey, Lloyd	Mandeville, M. J.
Filbey, E. J.	Dickey, R. I.
Russell, F. A.	Jones, F. M.
Hunter, M. H.	Gaa, C. J.
Lee, F. E.	McNatt, E. B.
Converse, P. D.	Theiss, E. L.
Littleton, A. C.	Kemmerer, D. L.
Anderson, A. G.	Dubin, Robert
Schlatter, C. F.	Chalmers, W. E.
Wright, Ivan	McPherson, W. H.
Dillavou, E. R.	Due, J. F.
Saunders, Alta G.	Hickman, C. A.
Locklin, D. P.	Mehr, R. I.
Gray, H. M.	Nolen, R. M.
Brown, P. H.	Smythe, D. W.
Bell, J. F.	Steiner, G. A.
Allen, H. K.	Van Arsdell, P. M.
Blodgett, R. H.	Weiler, E. T.
Neiswanger, W. A.	Mayer, R. W.

Of the 58 professors listed as having held the rank of Professor, 39 are still actively engaged on the staff, 4 have moved to other locations since receiving the rank, 7 have been given

emeritus status, and only 8 have died in the 50 year period. This seems to be a fairly healthy record.

Of the 21 who have reached the rank of associate professor and who had not been promoted to professor prior to September 1, 1952, only four have moved to other locations and 17 are still on the staff. In the list that follows, the first four are the ones who left the University after attaining the rank Associate Professor but before arriving at the full professorship.

ASSOCIATE PROFESSORS

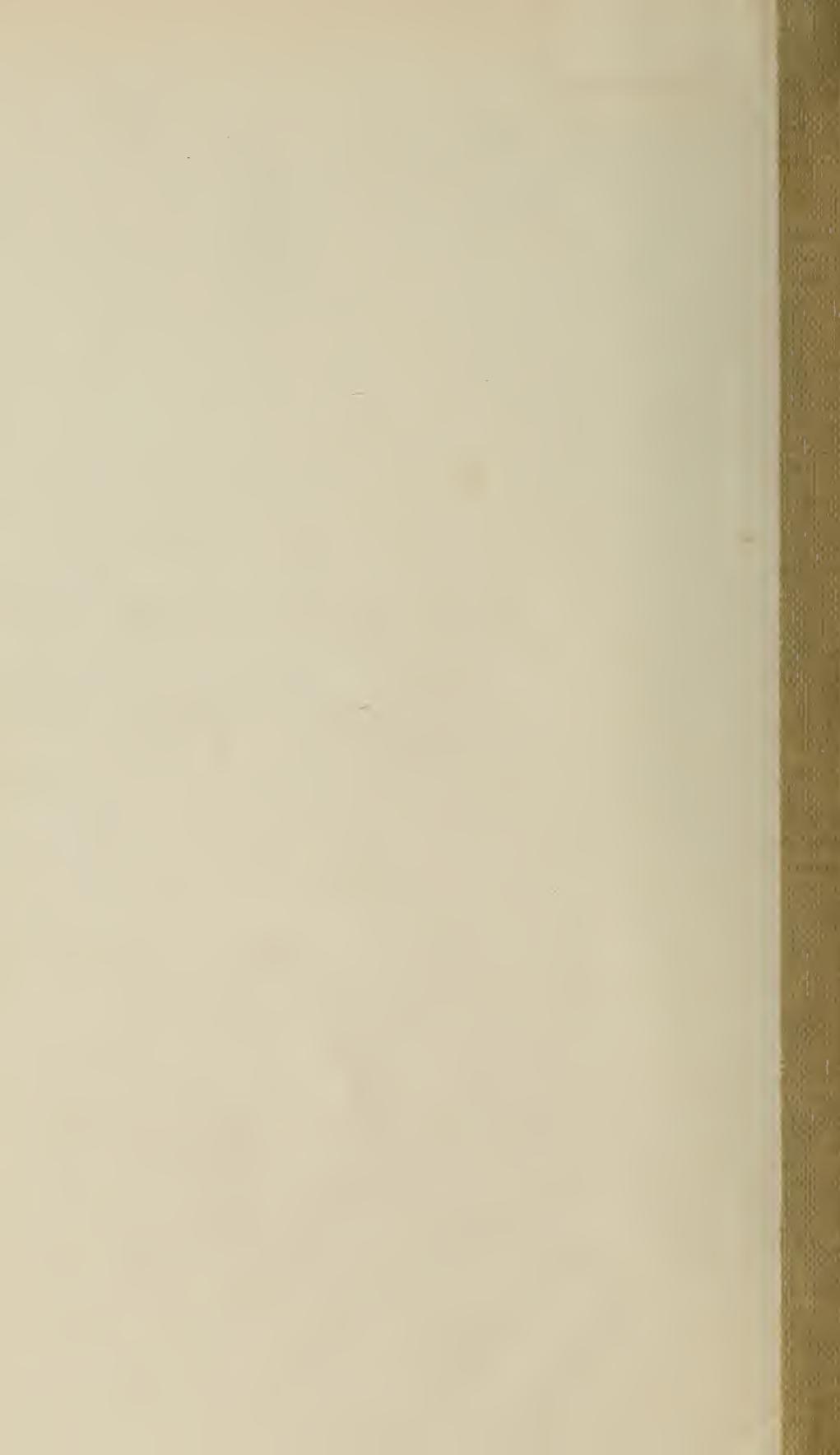
Watkins, Gordon S.	Ferber, Robert
Berman, Edward	Flanders, D. P.
Dickinson, F. G.	Harbeson, R. W.
Ruggles, Catherine	Haworth, F. B.
Wales, H. G.	Kleiner, G.
Condon, A. C.	McConnell, J. L.
Mautz, R. K.	Osborn, R. C.
Roberts, P. C.	Paden, D. W.
Curtis, C. C.	Parrish, J. B.
Wedding, Nugent	Robb, W. C.
Beckett, Grace	

The two lists just presented include the names of those who have probably been most responsible for establishing the reputation of the College at the high level it has held most of the time since its inception. Presentation of more vivid evidence of the high standing of the College in the eyes of business and professional men, and of other business educators will be deferred for a more extensive treatment at some later time.

A listing of books, articles, honors, and miscellaneous accomplishments of the two groups of professors named would be most interesting and comprehensive, but it cannot be undertaken here. Similarly, we can merely pay our high regards again in feeble words to those scores of assistants, instructors, and assistant professors who over the years did such a fine, conscientious job of teaching and conferring with students. It is at that level where many lasting loyalties to the University are established. May we continue in the future, as we have in the past,

to recognize the value to the University of the young assistants *when properly selected* for patience, tact, tolerance, and horse sense. Similarly, as they advance in rank their services are generally of a high order.

It is our hope that this brief review of several features of business education at the University of Illinois can be expanded some time in the near future to reveal many more evidences of an important journey well conducted by those loyally associated in their endeavors.



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